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in his 'Modern Democracies,' (II, 326) states that in Argentina and Brazil, 'Men of the educated class have practically dropped Christianity.'

"The Bible is a textbook of Religion and not a textbook of Science. Like our common speech of today, its language is popular, not technical. Sage and wayfaring man alike find in it guidance and comfort in this mortal life and the Gospel, the good news, of an Immortal Life through our Lord Jesus Christ. The 'Impregnable Rock of Holy Scripture' and the impregnable rocks of the geologist are equally God's handiwork, and rightly interpreted must agree. . . .

"If man was a special creation, the Almighty was not limited to the lowliest form of matter—the 'dust of the ground'—as material for the human body. He could have created a nobler, a more subtle, a more puissant and exalted stuff out of which to fashion man. The plan and structure and function of man's body would then supposedly have differed *toto coelo* from man's present body. Probably it would have been free from the defects and deformities inherent to our animal body, and free from the diseases which it shares with animals. . . .

"Human life is the gradual unfolding of a majestic drama, covering aeons of time. In its dawn we see man groping his way towards the light; then slowly, but surely developing his intellectual life; and finally—how or when we know not now, but doubtless we shall know in the future, in the immortal life—the engrafting by the Creator upon his natural life of a moral and spiritual life, a soul with a desire to worship, a faculty of adoration and of communion with his Heavenly Father. This spectacle of wondrous power and beauty, this wondrous love of God for mankind, and the final, lofty destiny of the Human Race—this is to me the most impressive, the most inspiring vision of all the ages."

W. W. KEEN, Commencement Address  
at Crozier Theological Seminary.

THE STUDENTS' ARMY TRAINING CORPS.<sup>1</sup>—The Students' Army Training Corps was a complete success in producing two results vital to military and to civic interests, and it was invaluable in its contribution to three other important elements, *viz.*:

<sup>1</sup> This article constitutes a portion of the report of Dean Wigmore made to the President of Northwestern University and published in the bulletin of the university containing the President's reports for 1919-21.

(1) From the *military* point of view of preserving the independence of our nation, the S. A. T. C. provided a reservoir of more than 25,000 trained officer-material, necessary to officer the new 2,000,000 army which was to assist in the 1919 spring offensive, and impossible to provide so rapidly in any other way; and this result was precisely the one aimed at by the General Staff and the War Department Education Committee in organizing the corps.

(2) From the *civic* point of view, *viz.*, the preservation of the institutions of higher education, the S. A. T. C. saved more than 500 educational institutions from being disorganized by the second draft, which was due to take all men of ages 18–20 before June, 1919; had the corps not been installed in those institutions, the faculties of the vast majority would have been disbanded by October, 1918, the revenues for the year would have been depleted, and more than half of the institutions would have become insolvent.

(3) From the point of view of the *student-body*, it saved nearly a year in the completion of the education of nearly 150,000 young men; for they would all have entered cantonments at some period between October, 1918, and June, 1919, and the suspended institution would not have been ready to receive them again until September, 1919; whereas the net actual loss of time did not exceed three months for any of them, and the great majority lost no time at all.

(4) From the point of view, again, of *student welfare*, the three months of the corps contributed a unique experience of discipline in education which could never have fallen to their lot otherwise; and this tradition will never lose its moral value in the lives of those who enjoyed the privilege.

(5) From the point of view of *educational method*, the contrast of military and civic methods, side by side, furnished a unique experience of great value; and American higher education can never cease to be thankful for the lessons to be drawn from that brief but emphatic experience.

In the first two features, therefore, *viz.*, the assistance in assuring that military victory which saved the nation, and the assistance in rescuing the country's universities and colleges from disastrous disruption, the Students' Army Training Corps was a complete success. The first feature was the precise and only one aimed at by the War Department; that aim was achieved. The second feature, though

not aimed at, was foreseen by all who understood the educational situation in the summer of 1918; the escape from disaster was so significant for the educational authorities that it can never be anything but the subject of thankfulness; and that escape was due solely to the organization of the corps within the institutions.

‡ The interference of the corps with the normal college studies and customs was a trifling price to pay for these extraordinary benefits. Some such loss was a foregone conclusion; and any criticisms based upon it are, therefore, beside the point.

The imperfect operation of the corps itself, in various details, large and small, is another matter, legitimately open to discussion. But the only matter of surprise here is that the corps could have been organized and operated at all, under the circumstances. The time limit was so short that the actual measure of achievement is next to incredible.—J. H. WIGMORE, in the *Educational Record*.

CAN WASTE OF MENTAL EFFORT BE AVOIDED?—"It is still true that investigators are frequently unacquainted with results already reached by others. And so it frequently happens that the best brains are exercised to the utmost in discovering things already discovered by others. Creative genius is rare. There are in a generation few cubic decimeters of brains in a nation, capable of materially advancing science, and yet history shows that in the past a large part of these precious cubic decimeters of gray matter has been expended upon needless repetition. . . .

"The probability of further penetration into the unknown is increased when several able minds are at work simultaneously, rather than one alone. Moreover, several workers may expect to obtain a greater volume of new knowledge. Under these circumstances some duplication is quite certain and cannot be avoided. But when a goal has been reached by one or more men, there should be an effective system of distribution of this knowledge that will stop all unnecessary intellectual endeavor.

"In the prevention of waste the capitalist can play a leading role. A serious difficulty encountered in the United States at the present time is the lack of funds for prompt publication. . . . Moreover the American periodicals devoted to research articles are financially unable to print articles except after long delay. Terminal stations for the distribution of scientific products are greatly congested.